

# Laurel Avenue Community Primary School Pupil Premium Strategy Statement 2021-2024



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Laurel Avenue Community Primary School
Number of pupils in school	139 (107 in school, 32 in nursery)
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022 July 2022 March 2023 July 2023 September 2023
Statement authorised by	Governing Body
Pupil premium lead	G Davison
Governor lead	A Elliott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,495
Recovery premium funding allocation this academic year	£ 10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 105,790</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Laurel Avenue Community Primary School, we aim to raise the attainment for all pupils, including those disadvantaged pupils eligible for pupil premium, as part of our commitment to help all pupils achieve their full potential by:*

- ensuring high quality, enriching learning opportunities for all pupils aimed at increasing academic achievement;*
- providing a bespoke and balanced curriculum with individualised approaches to address barriers to learning at an early stage through intervention;*
- ensuring learning is effective through giving opportunities for spaced repetition, interleaving to help pupils to discriminate between topics and to aid long-term retention and frequent and regular retrieval of previously learned content, which increases both storage and retrieval strength;*
- focusing on high quality teaching and effective deployment of staff to support disadvantaged pupils;*
- making decisions based on detailed data and SEND support plan analysis and responding to evidence.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language and basic literacy skills are significantly below. This impacts on literacy progress in subsequent years, particularly writing which is a barrier to achievement by the end of the early years. These pupils need to make more progress than their peers to catch up.
2	Due to the low starting points of pupils who are eligible for Pupil Premium, many Year 1 disadvantaged pupils need a high level of support to meet the phonics standard at the end of the year. (55% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020). This slows their progress in reading and writing and wider curriculum subjects.
3	The impact of low communication and language starting points on entry continue to impact on writing across school into Key Stage 1 and 2. This is compounded by special educational needs of varying levels and need, speech and language needs, fine motor skills and coordination.

4	High level of Special Educational Needs including ASD, ADHD, speech and language, learning difficulties, social and emotional needs and other health related issues. 25 of 36 pupils on SEND Register eligible for Pupil Premium: 69%
5	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This has increased following the Covid-19 pandemic with more pupils suffering from low self-confidence and anxiety, particularly within Key Stage 2. This affects concentration, especially when working with others or when tasks are challenging.
6	Safeguarding concerns. 37% of pupils eligible for Pupil Premium currently, or recently, have intervention involving safeguarding. Unsettled family arrangements, impacted further since Covid-19, lead to social and emotional difficulties which affect pupils learning.
7	Low attendance rates for some Pupil Premium pupils impacts on their learning. This means they are constantly having to catch up to their peers. Increase in level of persistent absenteeism.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of pupils eligible for Pupil Premium meet national expectations by end of 2022.
Higher proportions of pupils eligible for Pupil Premium meet the standard in the Y1 phonics test and Y2 phonics resits.	Percentage of pupils eligible for Pupil Premium meeting the expected standard in phonics improves from 2021.
The impact of low communication and language starting points on entry continue to impact on writing across school into Key Stage 1 and 2. This is compounded by special educational needs of varying levels and need, speech and language needs, fine motor skills and coordination.	Pupils eligible for Pupil Premium in Key Stage 1 and 2 make rapid progress by the end of the year to meet age related expectations particularly in writing, or close the gap further before end of Key Stage.
Staff further equipped to enhance progress of pupils with Special Educational Needs including ASD, ADHD, speech and language, learning difficulties, social and emotional needs and other health related issues. Enhanced resources available to support pupils' needs. Staffing levels enhanced to support needs, particularly within Key Stage 2.	Pupils with SEND eligible for Pupil Premium across school will make progress so that meet age related expectations particularly in writing, or close the gap further before end of Early Years, Key Stage 1 or 2.

<p>Improve emotional resilience for all pupils through use of TA support and intervention.</p>	<p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviour.</p>
<p>Safeguarding concerns addressed effectively to ensure pupils' needs are met and issues do not impact on performance of pupils. Staff available to ensure support is given to families for safeguarding, social and emotional issues including attending meetings, writing reports, sharing information with staff, making referrals to agencies, attending referral strategy meetings and supporting with family plans.</p>	<p>Safeguarding concerns addressed and support for families provided which leads to more emotionally and behaviourally settled pupils who are eligible for Pupil Premium, having their basic needs met and so concentrating more and making progress.</p>
<p>Improvement in attendance of pupils eligible for Pupil Premium. Close the gap between those eligible and those not. Reduce the number of persistent absentees.</p>	<p>Percentage of attendance and persistent absentees of pupils eligible for Pupil Premium is at least in line with National Average. The gap between pupils eligible for Pupil Premium and those not eligible is reduced. Increased attendance rates for pupils eligible for Pupil Premium.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training (refresher and new staff) in Read Write Inc including time for Read Write Inc coordinator to be out of class to work with Teachers and Teaching Assistants.</p> <p>CPD Chris Quigley EYFS Companion (3 staff) plus resource</p>	<p>On average, pupils who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All pupils appear to benefit from such approaches, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1
<p>Staff training (refresher and new staff) in Read Write Inc including time for Read Write Inc coordinator to be out of class to work with Teachers and Teaching Assistants.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p> <p>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p> <p>Gain of 5 months with effective phonics teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Staff to receive external and internal training from in Big Maths/Big Little Maths in areas identified by Maths Coordinator. Release time for coordinator for</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important.</p>	3

<p>observations and staff training.</p>	<p>Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611117/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <p>(publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> </p>	
<p>CPD for range of SEND, resources necessary for effective implementation and cover for release time for T and TAs:  <ul style="list-style-type: none"> <li>- Zones of Regulation (all staff)</li> <li>- Mental Health First Aid</li> <li>- Speech and Language</li> <li>- ASD and ADHD</li> </ul> </p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF toolkit: metacognition and self-regulation - additional 7-month progress.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>EEF toolkit: Social and emotional learning - additional 4-month progress.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young pupils's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, pupils who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All</p>	<p>4, 5</p>

	<p>pupils appear to benefit from such approaches, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards Reception Class Teacher, 5 mornings</p> <p>Employment of Reception Class Teacher for dedicated Reception teaching. Smaller numbers in Reception only classroom – 17 pupils allowing high level of feedback</p> <p>Purchase of resources: new Read, Write Inc updated resources; Read Write Inc. Phonics eBook Library Subscription</p> <p>Employment of TA in Reception to deliver short, regular interventions with Reception pupils starting at very low levels</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF Teaching and Learning Toolkit: Feedback - additional 6 months progress</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is</p>	1

	<p>important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>Teaching Assistant employed (based in Class 1) teaches RWInc group in KS1 daily</p> <p>Teaching Assistant employed to deliver invention tuition in Year 1 and 2 for phonics and reading</p> <p>Accelerated Reader programme</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p> <p>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted</p>	<p>2</p>



	<p>interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p>	
<p>Teaching Assistant employed to deliver Accelerated Reader – 5 afternoons per week for KS2 pupils</p> <p>National Tutoring Programme – focus on writing in KS1 and 2 Teacher employed for two afternoons per week from December – July. Pupil Premium used to support this funding. (Recovery Premium to pay 75% of this cost)</p> <p>Teaching Assistant employed to support SEND Support Plan objectives and interventions in KS2 with high level of SEND</p> <p>Teacher employed to reduce pupils in Year 5</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>EEF Teaching and Learning Toolkit: Ont to one tuition - additional 6 months progress</p> <p>Short, regular sessions over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: Phonics - additional 5-month progress. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective</p>	3

<p>and 6 to meet needs of high level SEND including social and emotional difficulties</p> <p>Online Platforms to support learning – Mathletics, Purple Mash, Espresso, Marvellous Me, Big Maths, RWInc Ebook Library, Accelerated Reader</p>	<p>feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF Teaching and Learning Toolkit: Feedback - additional 6 months progress.</p> <p>EEF Teaching and Learning Toolkit: Using Digital Technology to Improve Learning - typically, interventions targeting mathematics lead to three to four months’ additional progress whereas interventions targeting literacy lead to three months’ additional progress.</p>	
<p>SLA - Educational Psychologist intervention to provide CPD to staff to enhance progress of pupils with Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues in their class as well as working with individual pupils, assessing need and signposting further agencies.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF toolkit: metacognition and self-regulation - additional 7-month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.</p> <p>EEF toolkit: Social and emotional learning - additional 4-month progress.</p>	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Positive Futures Advisor recruited (shared with other schools in COL) to support pupils and families with, leading Team Around the Family meetings, involving outside agencies where appropriate and working with individual pupils across school with social and emotional difficulties.</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>5, 6, 7</p>
<p>To provide sporting and outdoor and adventurous activities for pupils, including Forest Schools, after school clubs, which will increase wellbeing, emotional resilience and promote positive behaviour.</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	<p>5</p>
<p>Additional costs for HLTA HLTA employed to work in partnership with HT as above national average of number of families who are involved with Social Services, Family Support Workers, Parent Support Advisors, Domestic Abuse Services, Counselling and other related agencies. CPOMs Safeguarding tracking and monitoring system</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>CPOMS is an essential tool for effective monitoring of safeguarding, wellbeing and all pastoral issues. It is invaluable in helping to ensure that pupils, young people and adults are safe and fully supported.</p>	<p>6</p>

<p>Removal of barriers for attendance – parent/carer engagement; motivation for pupils; meetings (HT, Positive Futures Worker and HLTA) to identify barriers and ensure improved attendance; purchasing uniform or other items needed.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Historically, working closely with parents/carers and pupils has impacted positively on attendance and reduction of persistent absenteeism.</p>	<p>7</p>
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**Total budgeted cost: £ 105,700**

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

*Standardised assessments completed in July 2023 indicated that the percentage of pupil premium pupils making good progress are:*

#### *Reading*

*Year 1 – 91% (each pupil = 9%)*

*Year 2 – 100%*

*Year 3 – 100%*

*Year 4 – 91% (each pupil = 9%)*

*Year 5 – 100%*

*Year 6 – 90% (each pupil = 10%)*

#### *Writing*

*Year 1 – 91% (each pupil = 9%)*

*Year 2 – 83% (each pupil = 8%)*

*Year 3 – 44% (each pupil = 11%)*

*Year 4 – 73% (each pupil = 9%)*

*Year 5 – 89% (each pupil = 11%)*

*Year 6 – 100%*

#### *Maths*

*Year 1 – 82% (each pupil = 9%)*

*Year 2 – 100%*

*Year 3 – 89% (each pupil = 11%)*

*Year 4 – 100%*

*Year 5 – 89% (each pupil = 11%)*

*Year 6 – 100%*

*Small cohorts mean each child is worth a high percentage.*

*High proportion of SEND pupils within FSM groups continue to provide challenging barriers to learning which staff work relentlessly towards overcoming.*

#### *Proportion of SEND within each year group*

*Year 1 – 40% (FSM & SEND – 45%)*

*Year 2 – 47% (FSM & SEND – 50%)*

*Year 3 – 38% (FSM & SEND – 56%)*

*Year 4 – 38% (FSM & SEND – 27%)*

*Year 5 – 47% (FSM & SEND – 44%)*

*Year 6 – 38% (FSM & SEND – 40%)*

The very small number of pupils who narrowly missed good progress on the Depth of Learning, are tracked using B Squared (SEND small steps assessment) and show good progress along their own progress line.

Pupils who did not make good progress in writing this year are identified for intervention and only narrowly missed making good progress on the Chris Quigley Depth of Learning. These are largely SEND pupils. Pupil Progress meeting in July identified key areas to ensure they are back on track for at least good progress.

EYFS GLD 2023		Notes
Reception (13)	39%	
Reception FSM (11: 85%)	36%	
Reception NFSM (2: 15%)	50%	Represents 1 pupil
Reception SEND (6)	0%	
Reception Non-SEND (7)	71%	

Year 1 Phonics 2023		
Year 1 (16)	63%	38% of cohort SEND
Year 1 FSM (12)	50%	31% of FSM SEND
Year 1 NFSM (4)	100%	
Year 1 SEND (6)	33%	
Year 1 Non-SEND (10)	80%	

By end of KS1 2023		
		Notes
Year 2 (15)	73%	
Year 2 FSM (12)	67%	4 pupils who did not achieve are 4 SEND – see below for progress
Year 2 NFSM (3)	100%	
Year 2 SEND (9)	56%	4 pupils who did not achieve - +14; +16; +20; +30 since Year 1
Year 2 Non-SEND (6)	100%	

KS1 2023				
	Reading	Writing	Maths	Notes
Year 2 (15)	33%	20%	47%	60% of cohort SEND
Year 2 FSM (12)	42%	25%	58%	50% of FSM SEND
Year 2 NFSM (3)	0%	0%	0%	100% of NFSM SEND
Year 2 SEND (9)	22%	11%	11%	
Year 2 Non-SEND (6)	50%	33%	100%	

<i>KS2 2023</i>				
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Notes</i>
<i>Year 6 (15)</i>	<i>47%</i>	<i>73%</i> <i>(13% GDS)</i>	<i>87%</i>	<i>38% of cohort SEND</i>
<i>Year 6 FSM (10)</i>	<i>40%</i>	<i>50%</i> <i>(10% GDS)</i>	<i>80%</i>	<i>40% of FSM SEND</i>
<i>Year 6 NFSM (6)</i>	<i>50%</i>	<i>83%</i> <i>(17% GDS)</i>	<i>83%</i>	<i>33% of NFSM SEND</i>
<i>Year 6 SEND (6)</i>	<i>33%</i>	<i>33%</i>	<i>50%</i>	
<i>Year 6 Non-SEND (10)</i>	<i>50%</i>	<i>90%</i> <i>(20% GDS)</i>	<i>100%</i>	

*Strategies used in 2022-23 were successful and so the school will continue to use some of these approaches.*

### ***Teaching Strategies***

*Baseline assessments were completed in September. 85% FSM. 46% SEND.*

*July assessments showed 36% of FSM achieved GLD. 46% of this cohort have SEND – majority of which have high needs – 1 pupil EHCP; 2 with Top Up funding and further 2 with significant learning difficulties. The 2 FSM pupil without SEND who did not achieve GLD have made good progress and have received individual and small group interventions across the year.*

*RWInc continues to identify pupils' needs accurately and so is used to tailor to individual needs. Progress and cohort tracking monitored.*

*Staff training in Read, Write, Inc (Phonics and Language and Literacy) supported the quality of literacy teaching and staff knowledge and confidence in delivering the programme. This ensured all teaching meets demands of curriculum and the purchase of resources ensured all pupils are working with resources at an accurate standard for their level, ensuring maximum progress and latest resources.*

*% FSM pupils achieving phonics standard is below national FSM level for whole group - 50%. 12 FSM pupils in cohort (80%) – 31% SEND*

*Only 2 of FSM pupils without SEND did not receive standard – monitored for SEND and were very close, making good progress from very low starting points. Will achieve by end of KS1.*

*Big Maths/Little Big Maths continues to have impact on developing confidence and in increasing standards including across SEND pupils, hence continued high levels of pupils making at least good progress. Coordinator regularly monitors online planning and holds sessions with teaching staff to ensure planning is accurate and meets needs of pupils including those FSM pupils identified within Pupil Progress meetings.*

*Teacher supports FSM in Year 1/2 for RWInc allowing smaller, more focused group teaching. This has been particularly impactful for pupils who need extra support - FSM pupils working significantly below ARE, helping to fill gaps and make as much progress as rapidly as possible, including S and L, motor skills and coordination.*

*Identified pupils receiving one to one and small group intervention made good progress.*

*Wide range of CPD for SEND needs completed. One TA completed Mental First Aid qualification and SENCO completed Senior Mental Health Lead qualification. Pupils have been referred to wide range of outside agencies who are actively involved with school staff.*

*All SEND Support Plans have been through QA with SENCO and HT as part of review process – adopting new (much more detailed) SEND Support Plan format. This has impacted on additional strategies and resources in place for SEND pupils and monitoring/assessing those already in place.*

*Extra TA support has been put in place to support needs of pupils with high level of social and emotional needs and at risk of suspension. Outside agencies including alternative provision has been accessed by two PP pupils. 1 pupil in particular has made very good progress due to this and subsequent significant work carried out in school.*

*Coordinators attended network meetings and training relating to their particular subject.*

*Pupil Progress meetings held termly -cohort tracking/data analysed and actions put in place. Assessments completed termly showed progress for all Pupil Premium pupils.*

*Parent/Carer meetings delivered and interventions reviewed. Parents/Carers with SEND pupils given additional meeting at end of term with SENDCO. Data analysed for targeted pupils to measure impact.*

**Attendance** continually monitored and analysed for key trends.

*FSM attendance continued to increase across the year after difficult autumn term due to illness and increase in holidays taken in term time.*

*FSM 93.1% - above national average for FSM 2022-2023 at 91.4%*

*NFSM 93.3% - below national average for NFSM 2022 – 2023 at 95%*

*FSM pupils and NFSM pupils are broadly in line/both just under national average for all pupils (94%).*

*Issues impacting on FSM attendance have been linked to*

*- SEND – appointments, suspensions*

*- illness, many being sent home from school. Autumn term was difficult for illness and towards end of term a high level of pupils were absent – flu type symptoms, sickness and diarrhoea, rise in Covid*

*- scheduled operations and recovery time*

*- increase in holidays – linked to holidays lost during COVID period or specific for needs of children*

### **Persistent Absence**

*FSM pupils – 15% which is well below National Average 2022-2023 FSM – 30.7%*

*All teaching staff are aware of the interventions that every pupil was entitled to.*

*All pupils were reassessed and new interventions had been established according to their specific area of need.*

*Moderation of English and Maths learning was completed to ensure that the pupils were*



*making expected or above progress through Quality First Teaching approaches. This is alongside SENCO observing practice with SEND pupils.*

*Adopting an inclusive environment for all areas of our curriculum is essential to develop the needs of all our pupils. Our staff ensured that appropriate provision was made for all groups of pupils who belonged to vulnerable groups.*

*We continued to use Class Dojo to upload homework on a weekly basis. Paper copies are also distributed in class for pupils who cannot access IT at home.*

*Motivation in the form of Homework Achievement awards were launched this year which did made a positive impact overall. This needs to be further embedded next year.*

*In school, learning walks and scrutiny of work were carried out, with constructive feedback given in order to enhance the planning, resourcing, teaching, evaluating and assessment, focusing on Pupil Premium pupils. SENCO has carried out a series of observations of T and TAs and offered feedback to support the needs of SEND/FSM pupils.*

### **Targeted Intervention**

*Targeted support in Maths and English continued to be put into place and before and after school sessions were given to pupils across school as identified for range of needs acting as barriers to progress – reading; speech and language, fine and gross motor skills. Other interventions take place during school day (often linked to SEND support plans as such a high proportion of FSM group are SEND). These include Lego therapy, sensory circuits, Phonics, Reading, Maths, gross and fine motor skills, speech and language, spelling, handwriting, social and emotional regulation*

*Identified pupils attending Breakfast Club are assigned their extra support sessions before school to ensure attendance.*

*Weekly Star Assembly held to celebrate success.*

*Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be impacted due to COVID-19-related issues. The impact was particularly acute for some individual disadvantaged pupils. Pupil Premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. Zones of Regulation has continued to be used for individual pupils and this will be extended to all pupils within the next year as it has been effective.*

*SENCO has established a Nurture Group which has been accessed regularly by three PP pupils this year and less frequently by another PP pupil. This has already seen improvements in social and emotional behaviour leading to increased success in learning. SENCO and two TAs have had training during summer term and a more established nurture group will be launched in September to impact on 6 – 8 PP Pupils. Furniture has been purchased and other resources to support the interventions.*

*37 of the 47 pupils on SEND Register are eligible for PP – 79% of all SEND and 53% of all FSM pupils across school. FSM pupils with SEND continue to be the group of pupils who need ongoing support and targeted intervention. Progress has been made by these pupils to fill gaps and most are making good progress at their own levels. Continued high level of support is needed to ensure they meet their next milestones. These are carefully tracked on an individual and class monitoring level and include involvement of other professionals including Occupational Therapist, Educational Psychologist, Speech and Language Therapist.*

*Have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have further strategies in place – all very closely monitored and actioned through SEND support plans.*

*Staff expertise for meeting needs of SEND enhanced – online training, working virtually with Educational Psychologist and recruitment of SENCO for three days per week who works extensively with staff and outside agencies. Resources purchased to support strategies.*

*B Squared Assessment system has been purchased to show the progress of SEND pupils as it tracks much smaller steps. Extensive amount of time has been given for training, base lining all pupils in school and carrying out assessments. Information is shared with parents/carers to give a more accurate and comprehensive picture of their child's progress – more detail Depth of Learning Assessment system.*

*The Positive Futures Worker has supported pupils and families during this time, including during holidays, offering invaluable support with respect to financial issues, home routines and supporting those with safeguarding needs. Communication between all staff including PFW is effective and time efficient with CPOMS being used to ensure effective communication.*

*Mental Health and Well-Being support is in place for targeted pupils and families. Staff and pupils had peer mentoring training and trained peer mentors were implemented. This is to be further developed this year.*

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Standardised assessments completed in July 2022 indicated that the percentage of pupil premium pupils making good progress are:*

*Reading*

*Year 1 – 100%*

*Year 2 – 100%*

*Year 3 – 73% (each pupil = 9%)*

*Year 4 – 100%*

*Year 5 – 80% (each pupil = 10%)*

*Year 6 – 86% (each pupil = 14%)*

*Writing*

*Year 1 – 92% (each pupil = 8%)*

*Year 2 – 89% (each pupil = 11%)*

*Year 3 – 55% (each pupil = 9%)*

*Year 4 – 88% (each pupil = 12%)*

*Year 5 – 70% (each pupil = 10%)*

*Year 6 – 86% (each pupil = 14%)*

*Maths*

*Year 1 – 100%*

*Year 2 – 100%*

*Year 3 – 100%*

*Year 4 – 100%*

*Year 5 – 80% (each pupil = 10%)*

*Year 6 – 86% (each pupil = 14%)*

*Small cohorts mean each child is worth a high percentage.*

*High proportion of SEND pupils within FSM groups continue to provide challenging barriers to learning which staff work relentlessly towards overcoming.*

*Proportion of SEND within each year group*

*Year 1 – 47% (FSM & SEND – 50%)*

*Year 2 – 38% (FSM & SEND – 56%)*

*Year 3 – 38% (FSM & SEND – 28%)*

*Year 4 – 47% (FSM & SEND – 33%)*

*Year 5 – 38% (FSM & SEND – 40%)*

*Year 6 – 25% (FSM & SEND – 71%)*

<i>EYFS GLD 2022</i>		<i>Notes</i>
<i>Reception (15)</i>	<i>40%</i>	<i>60% of cohort SEND</i>
<i>Reception FSM (11: 73%)</i>	<i>27%</i>	<i>45% of FSM SEND</i>
<i>Reception NFSM (4)</i>	<i>75%</i>	
<i>Reception SEND (6)</i>	<i>0%</i>	
<i>Reception Non-SEND (9)</i>	<i>67%</i>	

<i>Year 1 Phonics 2022</i>		
		<i>Notes</i>
<i>Year 1 (15)</i>	<i>33%</i>	<i>60% of cohort SEND</i>
<i>Year 1 FSM (12)</i>	<i>33%</i>	<i>40% of FSM SEND</i>
<i>Year 1 NFSM (3)</i>	<i>33%</i>	
<i>Year 1 SEND (9)</i>	<i>22%</i>	
<i>Year 1 Non-SEND (6)</i>	<i>50%</i>	

<i>KS1 2022</i>				
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Notes</i>
<i>Year 2 (14)</i>	<i>50%</i> <i>(14% GDS)</i>	<i>43%</i>	<i>43%</i>	<i>36% of cohort SEND</i>
<i>Year 2 FSM (9)</i>	<i>22%</i> <i>(11% GDS)</i>	<i>11%</i>	<i>11%</i>	<i>44% of FSM SEND</i>
<i>Year 2 NFSM (5)</i>	<i>80%</i> <i>(20% GDS)</i>	<i>80%</i>	<i>80%</i>	<i>20% of NFSM SEND</i>
<i>Year 2 SEND (5)</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	
<i>Year 2 Non-SEND (9)</i>	<i>78%</i> <i>(22% GDS)</i>	<i>67%</i>	<i>67%</i>	

<i>KS2 2022</i>				
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Notes</i>
<i>Year 6 (15)</i>	<i>53%</i>	<i>47%</i>	<i>60%</i>	<i>40% of cohort SEND</i>
<i>Year 6 FSM (13)</i>	<i>46%</i>	<i>38%</i>	<i>59%</i>	<i>46% of FSM SEND</i>
<i>Year 6 NFSM (2)</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>0% of NFSM SEND</i>
<i>Year 6 SEND (6)</i>	<i>50%</i>	<i>0%</i>	<i>50%</i>	
<i>Year 6 Non-SEND (9)</i>	<i>56%</i>	<i>78%</i>	<i>67%</i>	

*Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.*

### ***Teaching Strategies***

*Baseline assessments were completed in September. 73% FSM. 40% SEND.*

*July assessments showed 27% of FSM achieved GLD. 45% of this cohort have SEND*

*The 3 FSM pupil without SEND who did not achieve GLD have made good progress and have received individual and small group interventions across the year. Within this small group there is high level of support with attendance or monitoring for SEND.*

*RWInc continues to identify pupils' needs accurately and so is used to tailor to individual needs. Progress and cohort tracking monitored.*

*Staff training in Read, Write, Inc (Phonics and Language and Literacy) supported the quality of literacy teaching and staff knowledge and confidence in delivering the programme. This ensured all teaching meets demands of curriculum and the purchase of resources ensured all pupils are working with resources at an accurate standard for their level, ensuring maximum progress and latest resources.*

*% FSM pupils achieving phonics standard is below national FSM level for whole group - 33%. 12 FSM pupils in cohort (80%) – 60% SEND*

*Those who did not pass received high level of support – small group and individual. This also includes speech and language intervention to support reading/blending, impacted heavily by lockdown and missing early stages of phonics teaching so not able to access all phonemes in test.*

*Big Maths/Little Big Maths continues to have impact on developing confidence and in increasing standards including across SEND pupils, hence continued high levels of pupils making at least good progress. Coordinator regularly monitors online planning and holds sessions with teaching staff to ensure planning is accurate and meets needs of pupils including those FSM pupils identified within Pupil Progress meetings.*

*Teacher supports FSM in Year 1/2 for RWInc allowing smaller, more focused group teaching. This has been particularly impactful for pupils who need extra support - FSM pupils working significantly below ARE, helping to fill gaps and make as much progress as rapidly as possible, including S and L, motor skills and coordination.*

*Identified pupils receiving one to one and small group intervention made good progress. Wide range of CPD for SEND needs completed – part of anxiety and autism project which led to extensive whole staff CPD and professionals working individually with teachers and TAs supporting pupils with high needs.*

*SENCO recruited for three days per week starting during summer term.  
All SEND Support Plans are in place. SENCO new to role working with staff on these.  
Pupil Progress meetings held termly -cohort tracking/data analysed and actions put in place.  
Assessments completed termly showed progress for all Pupil Premium pupils.*

*Parent/Carer meetings delivered and interventions reviewed.  
Data analysed for targeted pupils to measure impact.*

**Attendance** continually monitored and analysed for key trends.

*FSM 93% - above national average for FSM 2021-2022 at 91.5%  
NFSM 95.8% - above national average for NFSM 2021-2022 at 94.5%*

*Issues impacting on FSM attendance have been linked to*

- SEND – appointments, suspensions*
- illness, many being sent home from school, flu type symptoms, sickness and diarrhoea, Covid*
- scheduled operations and recovery time*
- increase in holidays – linked to holidays lost during COVID period*

### **Persistent Absence**

*FSM pupils – 17% which is well below National Average 2021-2022 FSM – 30.7%*

*All teaching staff are aware of the interventions that every pupil was entitled to.  
All pupils were reassessed and new interventions had been established according to their specific area of need.*

*Moderation of English and Maths learning was completed to ensure that the pupils were making expected or above progress through Quality First Teaching approaches. This is alongside SENCO observing practice with SEND pupils.*

*Adopting an inclusive environment for all areas of our curriculum is essential to develop the needs of all our pupils. Our staff ensured that appropriate provision was made for all groups of pupils who belonged to vulnerable groups.*

*We continued to use Class Dojo to upload homework on a weekly basis. Paper copies are also distributed in class for pupils who cannot access IT at home.*

*In school, learning walks and scrutiny of work were carried out, with constructive feedback given in order to enhance the planning, resourcing, teaching, evaluating and assessment, focusing on Pupil Premium pupils.*

### **Targeted Intervention**

*Targeted support in Maths and English continued to be put into place and before and after school sessions were given to pupils across school as identified for range of needs acting as barriers to progress – reading; speech and language, fine and gross motor skills. Other interventions take place during school day (often linked to SEND support plans as such a high proportion of FSM group are SEND). These include Phonics, Reading, Maths, gross and fine motor skills, speech and language, spelling, handwriting, social and emotional regulation*

*Identified pupils attending Breakfast Club are assigned their extra support sessions before school to ensure attendance.*

*Weekly Star Assembly held to celebrate success.*

*Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be impacted due to COVID-19-related issues. The impact was particularly acute for some individual disadvantaged pupils. Pupil Premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. Zones of Regulation has been introduced for individual pupils and whole classes.*

*34 of the 44 pupils on SEND Register are eligible for PP – 77% of all SEND and 49% of all FSM pupils across school. FSM pupils with SEND continue to be the group of pupils who need ongoing support and targeted intervention. Progress has been made for these pupils to fill gaps and most are making good progress at their own levels. Continued high level of support is needed to ensure meet their next milestones. These are carefully tracked on an individual and class monitoring level and include involvement of other professionals including Occupational Therapist, Educational Psychologist, Speech and Language Therapist. Have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have strategies in place – all very closely monitored and actioned through SEND support plans.*

*Staff expertise for meeting needs of SEND enhanced – online training, working virtually with Educational Psychologist. Resources purchased to support strategies – including involvement in Autism and Anxiety project.*

*The Positive Futures Worker has supported pupils and families during this time, including during holidays, offering invaluable support with respect to financial issues, home routines and supporting those with safeguarding needs. Communication between all staff including PFW is effective and time efficient with CPOMS being used to ensure effective communication.*

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

Staff training in Read, Write, Inc (Phonics and Language and Literacy) supported the quality of literacy teaching and staff knowledge and confidence in delivering the programme. This ensured all teaching meets demands of curriculum and the purchase of resources ensured all pupils are working with resources at an accurate standard for their level, ensuring maximum progress and latest resources.

Y1 Phonics Test taken in Y2 due to lockdown

% FSM pupils achieving phonics standard is below national FSM level for whole group.

9 FSM pupils in cohort – 56% SEND

Only 1 of FSM pupils without SEND did not receive standard – monitored for SEND

Despite higher proportion of SEND within FSM group (70% SEND FSM, 30% SEND NFSM), there is only a gap of -17% between FSM pupils and NFSM at ARE in reading, -14% at ARE in writing and -16% at ARE in Maths.

Despite lockdown, same number of pupils remained at ARE by end of KS1 from end of Reception in reading. 1 pupil moved from below ARE end of Rec to ARE end of KS1. Writing attainment increased for FSM pupils by 7% despite lockdown. Maths attainment increased for both FSM and NFSM pupils by 33% despite lockdown.

Increase in FMS pupils achieving age related expectations by end of Year 6 in reading (67% to 75%) and maths (50% to 75%) despite lockdowns.

TA opportunity to work with individual pupils on speech and language interventions, working closely with speech therapist and parents.

Teacher supports FSM in Year 1/2 for RWInc allowing smaller, more focused group teaching. This has been particularly impactful after lockdown, leading interventions for pupils who needed extra support following lockdown - FSM pupils working significantly below ARE, helping to fill gaps and make as much progress as rapidly as possible, including S and L, motor skills and coordination. Ensured standards stayed same from end of EYFS to end of KS2 despite lockdown.

Year 3 and 4 pupils were split into separate bubbles and so both worked with a teacher (and TA for Year 4) within a group of 16. Splitting class from mixed Y3/4 of 32 pupils into Year 3 16 and Year 4 16 impacted significantly on outcomes of pupils – with respect to progress made and social and emotional/behaviour. Year 4 pupils made excellent progress – EP reported on improvement in one pupil being significant. Pupils made at least good progress in all areas, including engagement, social and emotional.

Identified pupils receiving one to one and small group intervention across the autumn and summer terms made good progress and received bespoke packages of work during lockdown.

Tablets and laptops purchased supported pupils eligible for Pupil Premium who were not in school throughout the pandemic. This enabled them to use online platforms to access their work independently and communicate with their class teacher throughout the day using teams, email and Class Dojo. Staff were able to mark pupils' work online so that pupils received immediate feedback.

The use of Class Dojo supported school staff to communicate with pupils, parents and carers during lockdown and this has continued with homework and any support needed in general. Office 365 also enhanced this engagement through the ability to teach lessons and hold virtual meetings with pupils, parents and carers. Pupils were given their own logins for Office 365 and Teams and so the majority were able to take part in online lessons delivered by staff, especially during the spring term.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some individual disadvantaged pupils. Pupil Premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. Zones of Regulation was used for individual pupils and this will be extended to all pupils within the next year as it has been effective.

24 of the 36 pupils on SEND Register are eligible for PP – 69% of all SEND and 43% of all FSM pupils across school. FSM pupils with SEND continue to be the group of pupils who need ongoing support and targeted intervention. Progress has been made for these pupils to fill gaps and most are making good progress at their own levels. Continued high level of support is needed to ensure meet their next milestones and pebbles. These are carefully tracked on an individual and class monitoring level and include involvement of other professionals including Occupational Therapist, Educational Psychologist, Speech and Language Therapist.

Have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have strategies in place – all very closely monitored & actioned through SEND support plans.

Staff expertise for meeting needs of SEND increased – online training, working virtually with Educational Psychologist. Resources purchased to support strategies.

The Positive Futures Worker has supported pupils and families during this time, including through the lockdown and holidays, offering invaluable support with respect to financial issues, home routines and supporting those with safeguarding needs. Communication between all staff including PFW was effective and time efficient with CPOMS being used throughout, accessed from home and school by staff.

HLTA provides support working with families alongside HT so 100% of Core Group and TAF meetings are attended despite the high number. 63% of PP pupils subject to TAF/Core Group intervention.

For the fourth year, FSM pupils’ level of absence remains well below national. FSM level of absence has been reducing over years from 2015 – 2017 with a slight rise in 2021. Persistent absentee rate has dropped again to well below national FSM in 2021.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write, Inc	Ruth Miskin
Big Maths (Little Big Maths)	Andrell Education
Accelerated Reader	Renaissance Learning
Mathletics	3P Learning
Charanga (Music)	Wise Music Group
Class Dojo	Class Dojo
SPAG.com	Spag.com
B Squared	B Squared Assessment
Language Angels	Nubridge Publishing Limited